

**THE INFLUENCE OF LECTURERS' PERSONALITY
TOWARD STUDENTS' ACHIEVEMENT IN LEARNING
ENGLISH IN THE SECOND YEAR STUDENT (ACADEMIC
YEAR 2009/2010) OF ENGLISH AND LITERATURE
DEPARTMENT**



A Thesis

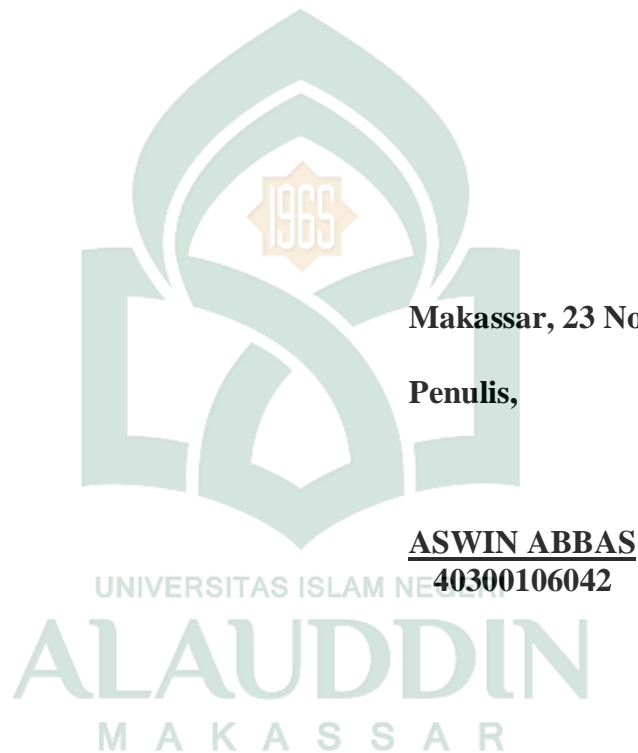
**Submitted in Partial Fulfilment of the Requirements for the
Degree of Sarjana Sastra in English Literature Department
of the Faculty of Adab and Humanities
of UIN Alauddin Makassar**

UNIVERSITAS ISLAM NEGERI
By
ALAUDDIN
ASWIN ABBAS
Reg. No. 40300106042

**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT
ADAB AND HUMANITIES FACULTY
ALAUDDIN STATE ISLAMIC UNIVERSITY
MAKASSAR
2010**

PERNYATAAN KEASLIAN SKRIPSI

Dengan penuh kesadaran, penulis yang bertanda tangan di bawah ini menyatakan bahwa skripsi ini benar hasil karya penulis sendiri. Jika di kemudian hari terbukti merupakan duplikat, tiruan, plagiat atau disusun oleh orang lain secara keseluruhan atau sebahagian, maka skripsi dan gelar yang diperoleh karenanya, batal demi hukum dan siap dipertanggung jawabkan.



PENGESAHAN SKRIPSI

Skripsi yang berjudul THE INFLUENCE OF LECTURERS' PERSONALITY TOWARD STUDENTS' ACHIEVEMENT IN LEARNING ENGLISH IN THE SECOND YEAR STUDENT (ACADEMIC YEAR 2009/2010) OF ENGLISH AND LITERATURE DEPARTMENT yang disusun oleh ASWIN ABBAS, NIM: 40300106042, Mahasiswa Jurusan Bahasa dan Sastra Inggris Fakultas Adab dan Humaniora UIN Alauddin Makassar, telah diuji dan dipertahankan dalam sidang munaqasyah yang diselenggarakan pada hari rabu, 08 Desember 2010 M, bertepatan dengan 2 muharram 1432 H, dan dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Humaniora dalam Ilmu Adab Jurusan Bahasa Dan Sastra Inggris, dengan perbaikan perbaikan.

Makassar, 04 januari 2011 M
Makassar, 29 Muharram 1432 H

DEWAN PENGUJI Nomor SK: 234 Tahun 2010

Ketua : Drs. H. M. Dahlan M. M. Ag. ()

Sekretaris : Syahruni Junaid, S.S. M. Pd ()

Munaqisy I : Prof. Dr. H. M. Danial Djalaluddin, Lc. M. Th.I ()

Munaqisy II : Serliah Nur, S. Pd. M. Hum. M. Ed. ()

Pembimbing I : Dr. H. Barsihannor, M. Ag. ()

Pembimbing II : Drs. Abd. Muin, M. Hum ()

Diketahui Oleh:
Dekan Fakultas Adab dan Humaniora
UIN Alauddin Makassar

Prof. Dr. Mardan. M. Ag.
NIP:19591112 198903 1 001

ACKNOWLEDGMENT

Alhamdulillah Rabbil 'Alamin, the writer praises to the almighty Allah swt for His blessing and mercy so the writer can complete this thesis. Peace and salutation are addressed to the beloved and chosen messenger Muhammad saw.

The writer realizes that this thesis couldn't be completed without getting assistance, guidance, understanding and encouragement from many people. Therefore, the writer would like to express his deepest gratitude to the following:

1. My beloved parents, H. Abbas and Hj. Fatmaniah for their love, patience, and sincere prayers for my safety and successful.
2. The Rector of UIN Alauddin Makassar, Prof. Dr. Azhar Arsyad, M.A. who has given me a chance to study in Literature Department so that I could finish my study.
3. Dean of Adab and humanities Faculty, Prof. Dr. Mardan, M. Ag and his staff, the Head of English and Literature Department, Drs. Abd. Muin, M. Hum and the Secretary of English and Literature Department Serliah Nur, S. Pd. M. Hum. M. Ed for their support, help and encouragement.
4. Dr. H. Barsihannor, M. Ag and Drs. Abd. Muin, M. Hum, my first and second consultants who have furnished me with fruitful comments,

guidance, suggestions, corrections, and over all support since the preliminary part of this thesis.

5. All lecturers of Adab and Humanities Faculty UIN Alauddin Makassar who has contributed and transferred their knowledge to me that I hope to be very helpful and useful for me.
 6. My greatest thank and appreciate go to my brothers and sisters, who motivate and pray for me during my study and writing this thesis.
 7. My thanks are also addressed to my beloved friends in English Literature Department 2006, especially AG.3 with whom I share experience and knowledge during my study and writing this thesis.
 8. My thanks to all members of EM2C, that always gives me support.
- May Allah swt, the Almighty bless us all now and forever.



The writer

TABLE OF CONTENTS

| | |
|---|------|
| TITLE PAGE | i |
| HALAMAN PERNYATAAN KEASLIAN SKRIPSI | ii |
| HALAMAN PENGESAHAN SKRIPSI | iii |
| ACKNOWLEDGMENT | iv |
| TABLE OF CONTENTS | vi |
| ABSTRACT..... | viii |
| CHAPTER I..... | 1 |
| INTRODUCTION..... | 1 |
| A. Background | 1 |
| B. Problem Statement..... | 4 |
| C. Objective of the Research | 5 |
| D. Significance of the Research | 5 |
| E. Scope of the Research..... | 6 |
| CHAPTER II REVIEW OF RELATED LITERATURE | 7 |
| A. Previous Study | 7 |
| B. Definition of Personality..... | 8 |
| C. Students' Achievement..... | 10 |
| D. Conceptual Frame Work..... | 12 |
| CHAPTER III METHODOLOGY | 14 |
| A. Design of Research | 14 |
| B. Research Variable | 14 |
| C. Population and Sample | 14 |
| D. Instrument of the Research | 16 |
| E. The procedure of Data Collection | 17 |
| F. The technique of Data Analysis | 17 |
| CHAPTER IV FINDINGS AND DISCUSSION | 20 |
| A. Findings | 20 |

| | |
|---|----|
| B. Discussion | 23 |
| CHAPTER V CONCLUSION AND SUGGESTION | 26 |
| A. Conclusion | 26 |
| B. Suggestion..... | 27 |
| BIBLIOGRAPHY | 29 |
| APPENDIX | 31 |



ABSTRACT

Name : Aswin Abbas
Reg. Number : 40300106042
Title : **The Influence of Lecturers' Personality toward Students' Achievement in Learning English in the Second Year Student (Academic Year 2009/2010) of English and Literature Department.**

This thesis studied about Lecturers' personality Factors Influence the Second Year Students' achievement in Learning English and the problem statements are "is there correlation between lecturers' personality and the students' achievement and how is the influence of lectures' personality toward students' achievement in learning English".

The writer used a descriptive statistic method approach in analyzing and collecting the data. Descriptive method is the method explaining how the lectures' personality factors influence students' achievement in learning English. It also focused on the correlation between lecturers' personality and the students' achievement in learning English.

In this research, the writer collected the data by using questionnaire to find out the percentage of the lecturers' personality factors which influence the second year students' achievement in learning English.

Based on the findings and discussion in this thesis, the writer found that the correlation between lecturer who teaches speaking and the students' achievement is medium correlation (0.44), the correlation between lecturer who teaches reading and the students' achievement is medium correlation (0.40), the correlation between lecturer who teaches writing and the students' achievement is medium correlation (0.41), and the correlation between lecturer who teaches listening and the students' achievement is low correlation (0.39). The result of analysis shows that T. test is bigger than T. table ($83.7225 \geq T. \text{ table } (55.76)$), it indicates the lecturers' personality factors influence the second year students' achievement in learning English.

CHAPTER I

INTRODUCTION

A. Background

One of the most important factors in learning process is lecturer who should stimulate students to get full spirit in the learning process. The lecturer must have a good personality to encourage students to make them motivated. So, they will enjoy and have full attention to the subject.

In education, a lecturer is one who helps students who acknowledged guide, and a lecturer has multi roles in making students learning. The lecturer's multi roles is not limited as "instructor" who only transfers knowledge, but also as a counselor who grow up and develop potency. It means that the lecturers have hard duty and responsibility to attain target of education, where a lecturer is not only claimed to teach and master science and have a technical skill and knowledge to teach, but also should have a nice personality that will make the learning process interesting and enjoyable. The main role of lecturer when "correcting" is more to indicate that something is not handled properly. Self-correction should be put forward before doing lecturers' correction.

Why should lecturers have nice personality before the students? Because lecturer can influence students in growing motivation and developing attitudes. Motivation is one factor of the crucial things in teaching and learning process. To obtain a successful of English learning

process as a foreign language at the University, some principles should be implemented well. One of them is that the students should have high motivation in learning. Motivation is commonly thought of as an inner drive, impulse emotion or desire that moves one to do particular action (Brown, 1987: 102).

In other words, the personality of lecturer can be changed. A poor personality cannot be the result of heredity in the sense that one inherits a good or a bad personality to the students. The lecturer plays dominant roles in the learner's success. A good English lecturer should build students confidence by positive encouragement and avoid criticism and blame. When students like the lecturer, they will learn better and more readily. When student has decided to learn in a non-formal English school, the next thing that he or she has to maintain is motivation. This motivation seems to be the biggest single factor affecting his or her success.

Lecturer behavior in studying English, directly or indirectly has an influence on the students' motivation whether positive or negative characters (Surya, 1996:65). If the personality of teachers in teaching is in accordance with the students' expectation, the students will be more motivated to study better. But the fact shows, lecturer's personality is often less developed to encourage student's motivation. It looks from lecturer's coming late to class, applying learning methods that less developed the psychological aspects of students, presenting material that is not interesting, hostile, irritable, does not involve and provide opportunities to students to

express their ideas. This makes students uninterested in studying subjects provided by lecturers. In other words, the motivation to study was so low.

Student who has low motivation is characterized by forms of behavior as follows: (1) lethargy and helplessness, (2) avoidance or escape, (3) conflict, and (4) compensation (Syaodih, 1980:59).

Basically, two factors influence the students' motivation as well as their interesting in learning, they are: internal (intrinsic) factors and external (extrinsic) factors. Internal factors such as the students aptitude or linguistic ability. External factors that may affect the success of students' learning are college factors, which may involve the lecturer, the students, the lesson materials and family factors such as mental support and social environmental factors (Kausler, 1990:75)

Based on the background above, this research is considered to conduct on the influence of lecturer's personality toward students' achievement in learning English. For this reason, I am interested in conducting research under the title "The influence of Lecturers' Personality toward Students' Achievement in Learning English"

B. Problem Statement

Based on the background above, the writer has formulated problems as follows:

1. Are there correlation between lecturers' personality and the students' achievement in speaking, reading, writing and listening subject?

2. How is the influence of lectures' personality toward students' achievement in learning English?

C. Objective of the Research

This research aims primarily at finding out the empirical description about:

1. The correlation between lecturers' personality and the students' achievement.
2. The influence of lecturers' personality toward students' achievement in English teaching and learning process.

D. Significance of the Research

The result of this research is expected to be advantageous or beneficial not only for the writer, but also for the lecturers and the students.

1. The study of lectures' personality will give the readers knowledge about how to increase the students' achievement.
2. To remain the lecturers that by a good personality, they can motivate the students in studying English
3. To provide beneficial information for anyone who wants to conduct the next research relating to this topic.
4. Through this research, the readers will more understand about the factors of personality toward students' achievement in learning English.
5. The result of this study will be useful for the students especially English department student who wants to analyze the personality

in focusing for this topic and be a pioneer of English language program in doing research related to linguistic work.

E. Scope of the Research

In this research, the writer analyzed two elements that happened in English teaching and learning process, that is lecturer with his/her personality and the element of students which analyzing about students' achievement.

The lecturers have influence for their students. It happens through educational interaction, even is unintended by lecturers, such as their attitude, style, and kinds of performance of the lecturers' personality. The lecturers' personality has direct effect on students' behavior, for examples: spirit, motivation, discipline, and thought.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

This chapter discusses the review of related literature about previous related research findings some pertinent ideas, and theoretical framework relating to the title of this thesis.

There are some of findings related to the personality factors in improving English skill presented by the writer, they are:

1. Sulastri (1999) in her thesis “ the influence of personality factors in improving students’ speaking skill (a case study at the fifth semester Students English department UMI)” she found that the personality factors give positive influence in speaking skill about 0,85 (strong correlation).
2. Munir (2003) in his thesis “ the influence of teachers’ personality toward students motivation in mastering English in the third year Students of MAN PK” he found the same results that the students have average ability in Speaking English, 0,75 (strong correlation).
3. Bunyamin (2006) in his thesis “ the interpretation of the influence of personality factors in improving the English at the third year students of Madrasah Aliyah Putri As’Adiyah Sengkang” he found that the interpretation of the influence of personality factors in improving an English learning is low (0.35).

The findings explained above, through contextually were different among other, but were nearly the same, they all referred to something, that was motivated, which energized a person to do order him to gain goals. They discussed about the influence of personality toward students' motivation in speaking skill, and the different from those preview research are data and object of the research. In this research the writer will discuss about the influence of lecturers' personality toward students' achievement in learning English in the second year student (Academic Year 2009/2010) of English and literature department.

B. Definition of Personality

Many experts express definition of personality, for example, Syah (1995:226) defines personality as a structure or union between the mental aspects of behavior (thoughts and feelings) with the behavioral aspects of behavior (real action). These aspects are functionally related in an individual, enabling him to behave in a unique and permanent. While Zimbardo (1980:292), states that personality is the total of unique psychological of characteristics behavior patterns (both overt and covert) across different situations and over time. Lecturer's personality is the personality of lecturers who has specific personality.

A personality is a special character that can influence the student, support their self with environmental adjustments.

Syah (1995:227) defines the personality of the teacher or lecturer in teaching covers:

1. Teachers' cognitive flexibility:
 - a. The dimensions of characteristics of teachers' personality
 - b. The cognitive attitudes of teachers toward students
 - c. Cognitive attitude toward teachers and lesson materials and teaching methods
2. Openness of teachers' personality:
 - a. Co-operative
 - b. Friendly
 - c. Patience
 - d. Wide attention
 - e. Appearance courteous
 - f. Honest and impartial
 - g. Having a sense of humor
 - h. Paying attention to the problem of students

It is similar to the lecturer's personalities operationally in this research were student's response at the second year students of English Literature Department of UIN Alauddin Makassar against a number of statements about the personality of the lecturer indicated by indicators:

1. Lecturers' cognitive flexibility
 - a. Attitude to the students
 - b. Cognitive attitude toward materials and teaching methods
2. Personal openness of psychological lecturers
 - a. Have the ability to communicate with others

b. Have empathy

3. Personal characteristics

a. Patient

b. Honest

c. Have a sense of humor, and

d. Friendly.

Based on the explanation above, the writer concludes that lecturers' cognitive flexibility, openness of lecturers' personality and characteristic personality have important role in students' achievement.

C. Students' Achievement

Achievement in this research is a big power arising from within the students to provide their self to more motivating in studying English. According to Hornby (1995:10), achievement is a thing done successfully, especially with efforts and skills, and he also states that achievement is derived from achieve as a verb. Achieve are:

1. To succeed in reaching a particular goal
2. To be successful.

While achievement is a noun that has meaning a thing done successfully and the action or process of achieving. It means that achievement is the ability of person to express her ideas and imagine to be better than before.

Alike Hornby, it is operationally defined that students' achievement in this research is developed in response at the Second year students of English Literature Department of UIN Alauddin Makassar against of a number of statements about the overall effort that comes from within ourselves to grow students to learn and the desired objectives achieved by students, who determined through questionnaire instrument, namely:

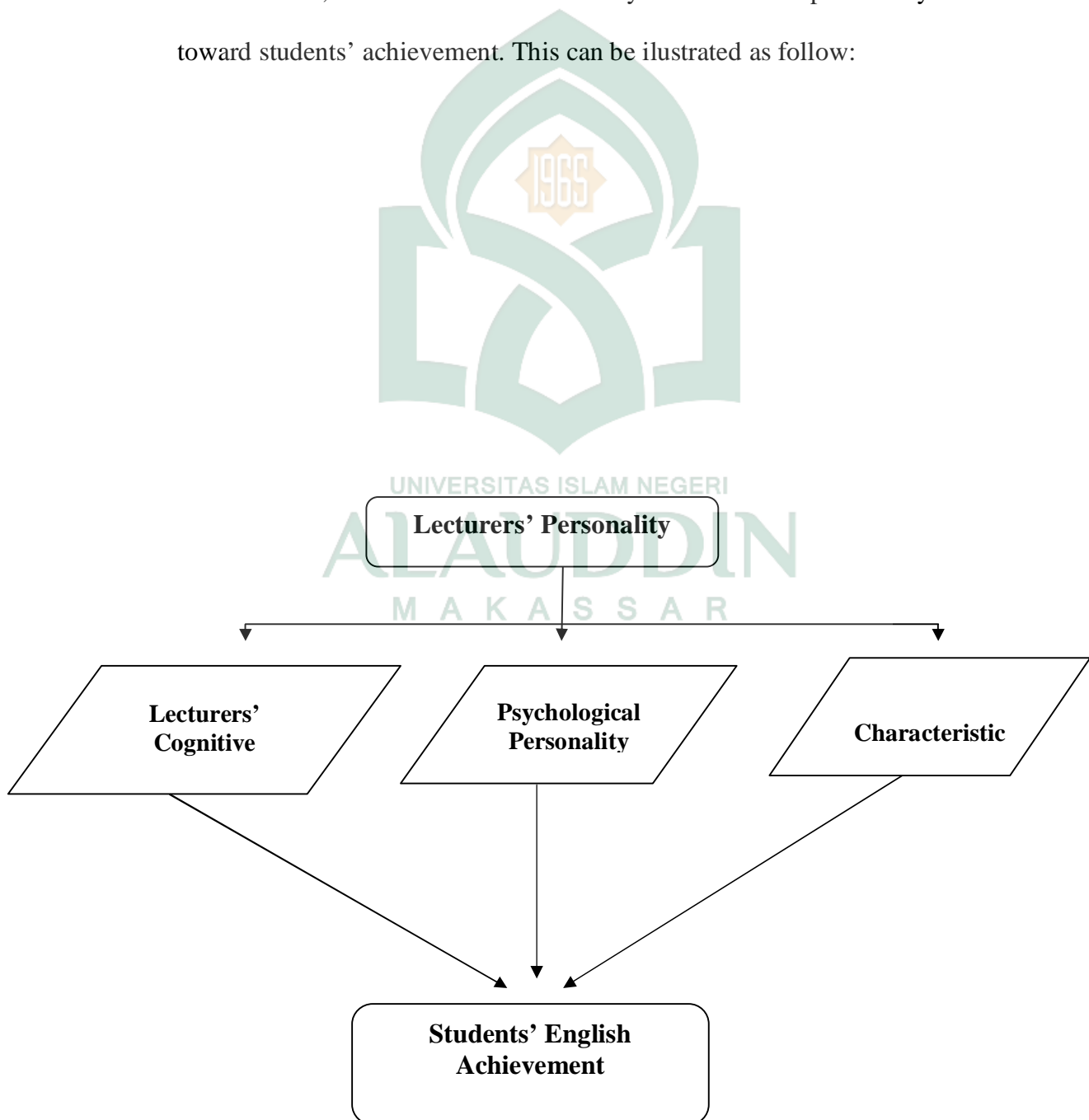
1. Persistence in the study
 - a. Attendance in the class
 - b. Following the class
 - c. Learning at home
2. Thought in dealing with learning difficulties
 - a. Attitude toward difficulty, and
 - b. The spirit of the class
3. Achievement in learning
 - a. The desire to study
 - b. The qualification results
5. Independent in learning
 - a. Settlement of tasks
 - b. Using the opportunity outside of campus hours.

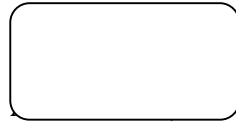
D. The Conceptual Framework

English is one of an important element in this world that consider play a controle role. It is fasilitated other language skills. The achievement of English can be supported by the lecturers' personality.

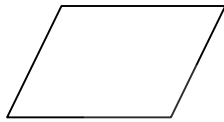
Without having a good personality of lecturers , the students are not able to achieve a good English ability.

The achievement of student in English ability especially to communicate, for instance is influenced by their lecturer's personality toward students' achievement. This can be illustrated as follow:





: main variable (lecturers' personality and English



: sub variable lecturers' personality



: correlation

The components above show the correlation between lecturer's personality and students' achievement in learning English in supporting the students' achievement in mastering language skills.



CHAPTER III

METHODOLOGY

This chapter deals with the research design, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Design of the Research

This research employed descriptive method. It aimed at giving the data dealing with the English achievement of the second year students of English Literature Department and the influence of lecturers' personality in improving the students' ability.

B. Research Variables

There were two variables in this research, they were: dependent and independent variables. The independent variable was the lecturer's personality and dependent variable was the students' achievement.

C. Population and Sample

1. Population

The population of this research was the second year students of English Language and Literature Department of Adab and Humanities Faculty Academic Year 2009/2010, Makassar Alauddin State Islamic University and it consists of four classes, they are Ag. 1, Ag. 2, Ag. 3, Ag. 4 and the numbers of all students are 99.

Table I

Population of the research

| NO | CLASS | STUDENTS |
|----|-------|----------|
| | | |

| | | |
|--------------------------|-------|----|
| 1 | AG. 1 | 24 |
| 2 | AG. 2 | 25 |
| 3 | AG. 3 | 25 |
| 4 | AG. 4 | 25 |
| TOTAL NUMBER OF STUDENTS | | 99 |

2. Sample

In this research, the writer used random sampling. The total number of second year students of English language and literature department are 99 students, the writer took 40 students from 10 students each class or 40% from the total number of students as respondent.

D. Instrument of the Research

1. Questionnaire

Questionnaire would be used to find out the influence of lecturers' personality and students' achievement in learning English of the second year students of English literature Department of UIN Alauddin Makassar. The numbers of questionnaire are 25 items that related to the lecturers' personality.

The questionnaire was score employing Likert scale ranging from strongly agrees to strongly disagree. To assess the items as follows:

Table 2. Score of Likert scale

| Statement | Strongly agree | Agree | Disagree | Strongly disagree |
|----------------|----------------|-------|----------|-------------------|
| Favorable (+) | 4 | 3 | 2 | 1 |
| Unfavorable(-) | 1 | 2 | 3 | 4 |

(Faisal in Hasan Far Far, 2009:27)

E. The procedure of data collection

In collecting data, the writer distributed the instrument and explained how to do it. And the answers would be collected after the students completed the instrument. And for the students' achievement data, the writer would take from Administration Staff of English and literature department.

F. The tehniqe of data analysis

1. The data of degree correlation between lecturers' personality and the students' achievement was analyzed by using Pearson formula, and this data would be processed by using SPSS 16.0.

The Pearson formula:

$$r = \frac{\frac{\sum xy - (\sum x)(\sum y)}{N}}{\sqrt{\left[\frac{\sum x^2 - (\sum x)^2}{N} \right] \left[\frac{\sum y^2 - (\sum y)^2}{N} \right]}}$$

where:

r = Pearson r

$\sum x$ = The sum of the score in x distribution

$\sum y$ = The sum of the score in y distribution

$\sum x^2$ = The sum of the square in x distribution

$\sum y^2$ = The sum of the square in y distribution

\sum^{xy} = The sum of product paired x and y score

N = The number of sample

(Gay, 1981 : 300)

2. In order to find out the influence of lecturers' personality toward students' achievement, the writer used Chi square, as follows:

$$\chi^2 = \sum \left[\frac{(F_o - F_e)^2}{F_e} \right]$$

Where:

χ^2 = Chi square

F_o = expected frequency

F_e = observed frequency

(Gay, 1981 : 340)

Where:

1). If $\chi^2(T. \text{ test}) \geq T. \text{ table } (55.76)$, **H₁** is received. It means that the variable has significance influencing.

2). If $\chi^2(T. \text{ test}) \leq T. \text{ table } (55.76)$, **H₀** is rejected. It means that the variable has not significance influencing.

The standard of correlation product moment (r) :

| 'r' value of product moment (r) | Interpretation |
|---------------------------------|---------------------|
| 0.00 – 0.19 | No correlation |
| 0,20 – 0.39 | Low correlation |
| 0.40 – 0.69 | Medium correlation |
| 0.70 – 0.89 | Strong correlation |
| 0.90 – 1.00 | Perfect correlation |

Hadi in Arikunto (2002 : 245)

The standard of students' achievement.

- a. Very Good : 90-100
- b. Good : 75-89
- c. Fair : 60-74
- d. Poor : 50-59
- e. Very Poor : 00-49

(Kamaruddin, 2004 :33)

CHAPTER IV FINDING AND DISCUSSION

This chapter deals with the finding of the research and the discussion of the findings. The findings are ordered in line with the problem statements outlined in the introduction part. In the discussion section, arguments and further interpretation of the findings are given.

A. Findings

1. The Correlation between Lecturers' Personality and the Students Achievement in Speaking, Reading, Writing, Listening Subject.

To find out the correlation between lecturers' personality and the students' achievement, the writer used Pearson formula, and this data was processed by using SPSS 16.0.

a. Correlation of lecturers' personality who teach speaking.

Based on the data analysis, it was found that the correlation between lectures' personality who teach speaking and the students' achievement was $r_{xy} 0.44$.

If the result of the correlation analysis above is put into the standard correlation Pearson r , it is on the medium correlation. It lies between 0.40-0.69. It means that there is correlation between lectures' personality who

teach speaking and the second year students' achievement of English and Literature Department of UIN Alauddin Makassar.

b. Correlation of lecturers' personality who teach reading.

Based on the data analysis, it was found that the correlation between lectures' personality who taught reading and the students' achievement was $r_{xy} 0.40$.

If the result of the correlation analysis above is put into the standard correlation Pearson r , it is on the medium correlation. It lies between 0.40-0.69. It means that there is correlation between lectures' personality who teaches reading and the second year students' achievement of English and Literature Department of UIN Alauddin Makassar.

c. Correlation of lecturers' personality who teach writing.

Based on the data analysis, it was found that the correlation between lectures' personality who taught writing and the students' achievement was $r_{xy} 0.41$.

If the result of the correlation analysis above is put into the standard correlation Pearson r , it is on the medium correlation. It lies between 0.40-0.69. It means that there is correlation between lectures' personality who teaches writing and the second year students' achievement of English and Literature Department of UIN Alauddin Makassar.

d. Correlation of lecturers' personality who teach listening.

Based on the data analysis, it was found that the correlation between lectures' personality who taught listening and the students' achievement was $r_{xy} 039$.

If the result of the correlation analysis above is put into the standard correlation Pearson r , it is low correlation level. It lies between 0.20-0.39. It means that there is correlation between lectures' personality who teaches listening and the second year students' achievement of English and Literature Department of UIN Alauddin Makassar.

2. The influence of lecturers' personality toward students' achievement in learning English

In order to find out the influence of lecturers' personality toward students' achievement, the writer used Chi square.

Observed Frequency table of Students' Achievement

| No | Variable | Very good (90-100) | Good (75-89) | Fair (60-74) | Poor (50-59) | Very Poor (00-49) | Total |
|----|-----------|-----------------------|-----------------|-----------------|-----------------|----------------------|-------|
| 1. | Speaking | 10 | 2 | 1 | - | - | 13 |
| 2. | Reading | 8 | 2 | - | - | - | 10 |
| 3. | Writing | 6 | 1 | 1 | 2 | - | 10 |
| 4. | Listening | 6 | - | 1 | - | - | 7 |
| | | 30 | 5 | 3 | 2 | 0 | 40 |

Based on the table above, showed that the students' English achievement from 40 samples is 10 students got very good, 2 students got poor and 1 student got fair in speaking class. In reading class, 8 students got very good and 2 students got poor. In writing class, 6 students got very good, 1 student got good, 1 student got fair and 2 students got poor. In listening class, 6 students got very good and 1 student got fair.

Based on the interpretation of the Chi-square, showed that T. test is bigger than T. table $(83.7225) \geq (55.76)$. It indicates that **H₀** is rejected and **H₁** is received or there is a significance influence between lecturers' personality toward students' achievement.

A. Discussions

The discussion section deals with the interoperation of the findings divided from the result of the statistical analysis through the questionnaire.

The emphasis of this questionnaire is to describe the correlation between lecturers' personality toward students' achievement and the influence of lecturers' personality in learning English.

Achievement is actual ability that can be measured directly by using test to show the mastery of particular subject and to measure what has been taught and learnt. Score that students gain or failure reflect the lecturer success in teaching and learning process.

Based on the standard of correlation product moment (r), that also analyzed by SPSS 16.0 showed that the lecturer who teaches speaking is 0.44 or medium correlation, the lecturer who teaches reading is 0.40 or

medium correlation, the lecturer who teaches writing is 0.41 or medium correlation, and the lecturer who teaches listening is 0.39 or low correlation. From the data analyzed, speaking, reading and writing put into medium correlation and listening put into low correlation, so, the writer then concludes that there is correlation between lecturers' personality and the students' achievement of the second year students of English and Literature Department of UIN Alauddin Makassar.

The influence of lecturers' personality toward students' achievement in learning English, based on the data analysis collected through questionnaire, it was found that the students' achievement was high, it was reflected by the percentage of the students' English achievement is 30 students got very good, 5 students got good, 3 students got fair and 2 students got poor. (see in page 24)

Based on the result of the questionnaire that had been analyzed by Chi-square formula, the writer found that there is significant influence from lecturers' personality toward students' achievement in learning English of the second year students of English and Literature Department of UIN Alauddin Makassar because χ^2 T. test (83.7225) \geq T. table (55.76). It means that H_0 was rejected and H_1 was received or this variable has a significant influence.

It showed that students' English achievement influenced most by the lecturers' personality such as attitude to the students, ability to

communicate with others, empathy, patient, honest, having a sense of humor, and friendly, see page 10.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the result of the data analysis and the discussion in the previous chapter, it is concluded that:

1. There are correlation between lectures' personality and the students' achievement in speaking, reading, writing and listening subject, there are:

A. The correlation between Speaking lecturers' personality and the students' achievement is r_{xy} 0.44. If the result of the correlation analysis is put into the standard correlation Pearson r , it is on the medium correlation level. It lies between 0.40-0.69.

B. The correlation between reading lecturers' personality and the students' achievement is $r_{xy} 0.40$. If the result of the correlation analysis is put into the standard correlation Pearson r , it is on the medium correlation level. It lies between 0.40-0.69.

C. The correlation between writing lecturers' personality and the students' achievement was $r_{xy} 0.41$. If the result of the correlation analysis is put into the standard correlation Pearson r , it is on the medium correlation level. It lies between 0.40-0.69.

D. The correlation between listening lecturers' personality and the students' achievement is $r_{xy} 0.39$. If the result of the correlation analysis is put into the standard correlation Pearson r , it is on the low correlation level. It lies between 0.20-0.39.

2. There is significant influence from lecturers' personality toward students' achievement in learning English because $T. test$ is bigger than $T. table$ ($83.7225 \geq 55.76$).

B. Suggestions

Considering the conclusion above, the writer suggests as follows:

1. The lecturers should have a good personality in influencing students' achievement in learning English.

2. The lecturers should show good personality in front of the students, because it can stimulate students to get full spirit in the learning process.
3. The lecturer should have a good personality to encourage students being motivated. So, they will enjoy and have full attention to the subject.
4. The lectures should match their teaching style with a good personality and behavior in learning English.



BIBLIOGRAPHY

- Accembly. 2009. *Personality-Characteristic-and-Teacher*. Retrieved October 11, 2009 from [http:// www. Accessmylibrary. com/ Article_IGI_191766555/ Personality-Characteristic-and-Teacher.html](http://www.Accessmylibrary.com/Article_IGI_191766555/Personality-Characteristic-and-Teacher.html).
- Arikunto. Suharsimi. 2002. *Metode Penelitian Pendidikan*. Jakarta: Rineka Cipta.
- Brown, H, D. (1987) *Principle of Language Learning and Teaching*. (4th ed), UK: Person Education.
- Far far, Hasan. 2009. *Factors Influence the Motivation of the Sixth Semester Students of English and Language Department of Adab and Humanities Faculty of UIN Alauddin Makassar in Learning English as a Foreign Language*. Thesis. Makassar: English Language and Literature Department. Alauddin State Islamic University Makassar
- Gay, L.R, 1981. *Education Research : Compotences for Analyzing and Application*, Second Edition Columbus, Chio: Charles E. Merry publisher Company.
- Hadi, Sutrisno. 1984. *Analisis Regresi*. Yogyakarta: Yayasan Penerbit Fakultas Psikologi UGM.
- Hornby, AS., et al. 1995. *The Advanced Learner Dictionary of Current English*. Second Edition; London: Oxford University Press.
- Kamaruddin. 2004. *Metode Penelitian Pendidikan*. Jakarta: Bumi Aksara.
- Kausler, D. 1990. *Motivation, Human again Cogitative of Performance*. New York: academic Press.
- Learndef. 2009. Message.Board. Retrieved October 21, 2009 from <http://www.mwls.co.uk/Message.Board/learndef.html>.

- Surya, Koeswara, E. 1966. *Motivasi*. Bandung: Angkasa.
- Sugiyono. 2003. *Metedologi Penelitian Administrasi*. Bandung: Alfabeta.
- Syah. 1995. *Psikologi Belajar*. Jakarta: Raja Grafindo Persada.
- Syaodih, Nana. 1980. *Landasan Psikologi Proses pendidikan*. Bandung: Remaja Rosda Karya.
- Sulastri. 1999. *The Influence of Personality Factors in Improving Students' Speaking Skill (A case Study at the Fifth Semester Students English Department UMI)*. Thesis. Ujung Pandang: English Department, Faculty of Letters, Indonesia Moslem University.
- Tenriwala. 2000. *Factor Affecting The Motivation of the Students of SLTPN 3 Bontonompo In Learning English*. Thesis, FBS Makassar State University.
- Veronoka, Rambitan. 2000. *The Influence of Teacher's Reinforcement toward the Motivation on the Students of SLTPK Mangkutana in Learning English*. Thesis, FBS Makassar State University
- Zimbardo, Philip. 1980. *Essentials of Psychology and Life*. United States of America: Scott, Foresman and Company.



Appendix.

A. An Analyzing of Correlation by using SPSS 16.

1. Speaking Correlation Result

Correlations Analyzed by SPSS 16.0

| | | VAR00001 | VAR00002 |
|----------|---------------------|----------|----------|
| VAR00001 | Pearson Correlation | 1 | .444** |
| | Sig. (2-tailed) | | .004 |
| | N | 40 | 40 |

| | | | |
|----------|---------------------|--------|----|
| VAR00002 | Pearson Correlation | .444** | 1 |
| | Sig. (2-tailed) | .004 | |
| | N | 40 | 40 |

** . Correlation is significant at the 0.01 level (2-tailed).

2. Reading Correlation Result

Correlations Analyzed by SPSS 16.0

| | | VAR00001 | VAR00002 |
|----------|---------------------|----------|----------|
| VAR00001 | Pearson Correlation | 1 | .405** |
| | Sig. (2-tailed) | | .009 |
| | N | 40 | 40 |
| VAR00002 | Pearson Correlation | .405** | 1 |
| | Sig. (2-tailed) | .009 | |
| | N | 40 | 40 |

** . Correlation is significant at the 0.01 level (2-tailed).

3. Writing Correlation Result

Correlations Analyzed by SPSS 16.0

| | | VAR00001 | VAR00002 |
|----------|---------------------|----------|----------|
| VAR00001 | Pearson Correlation | 1 | .417** |
| | Sig. (2-tailed) | | .007 |
| | N | 40 | 40 |
| VAR00002 | Pearson Correlation | .417** | 1 |
| | Sig. (2-tailed) | .007 | |
| | N | 40 | 40 |

** . Correlation is significant at the 0.01 level (2-tailed).

4. Listening Correlation Result

Correlations Analyzed by SPSS 16.0

| | | VAR00001 | VAR00002 |
|----------|---------------------|-------------------|-------------------|
| VAR00001 | Pearson Correlation | 1 | .394 [*] |
| | Sig. (2-tailed) | | .012 |
| | N | 40 | 40 |
| VAR00002 | Pearson Correlation | .394 [*] | 1 |
| | Sig. (2-tailed) | .012 | |
| | N | 40 | 40 |

B. An analyzing of Chi-square formula:

$$fe = \frac{(\sum fk) \times (\sum fb)}{\sum T}$$

$$\frac{(30) \times (13)}{40} = 9,75 \quad \frac{(5) \times (13)}{40} = 1,62 \quad \frac{(3) \times (13)}{40} = 0,97 \quad \frac{(2) \times (13)}{40} = 0,65$$

$$\frac{(0) \times (13)}{40} = 0 \quad \frac{(30) \times (10)}{40} = 7,5 \quad \frac{(5) \times (10)}{40} = 1,25 \quad \frac{(3) \times (10)}{40} = 0,75$$

$$\frac{(2) \times (10)}{40} = 0,5 \quad \frac{(0) \times (10)}{40} = 0 \quad \frac{(30) \times (10)}{40} = 7,5 \quad \frac{(5) \times (10)}{40} = 1,25$$

$$\frac{(3) \times (10)}{40} = 0,75 \quad \frac{(2) \times (10)}{40} = 0,5 \quad \frac{(0) \times (10)}{40} = 0 \quad \frac{(30) \times (7)}{40} = 5,25$$

$$\frac{(5) \times (7)}{40} = 0,87 \quad \frac{(3) \times (7)}{40} = 0,52 \quad \frac{(2) \times (7)}{40} = 0,35 \quad \frac{(0) \times (7)}{40} = 0$$

$$\chi^2 = \sum \frac{(fe - fo)^2}{fe}$$

$$\rightarrow \frac{(10 - 9,75)^2}{9,75} = 0,006 \quad \frac{(2 - 1,62)^2}{1,62} = 0,08 \quad \frac{(1 - 0,97)^2}{0,97} = 0,0009$$

$$\frac{(0 - 0,65)^2}{0,65} = 0,65 \quad \frac{(0 - 0)^2}{0} = 0$$

$$\text{➤ } \frac{(8-7,5)^2}{7,5} = 0,03 \quad \frac{(2-1,25)^2}{1,25} = 0,45 \quad \frac{(0-0,75)^2}{0,75} = 0,75 \quad \frac{(0-0,5)^2}{0,5} = 0,5$$

$$\frac{(0-0)^2}{0} = 0$$

$$\text{➤ } \frac{(6-7,5)^2}{7,5} = 0,3 \quad \frac{(1-1,25)^2}{1,25} = 0,05 \quad \frac{(1-0,75)^2}{0,75} = 0,08 \quad \frac{(2-0,5)^2}{0,5} = 4,5$$

$$\frac{(0-0)^2}{0} = 0$$

$$\text{➤ } \frac{(6-5,25)^2}{5,25} = 0,10 \quad \frac{(0-0,87)^2}{0,87} = 0,87 \quad \frac{(1-0,52)^2}{0,52} = 0,44$$

$$\frac{(0-0,35)^2}{0,35} = 0,35 \quad \frac{(0-0)^2}{0} = 0$$

$$x^2 = 0,006 + 0,08 + 0,0009 + 0,65 + 0 + 0,03 + 0,45 + 0,75 + 0,5 + 0 + 0,3 \\ + 0,05 + 0,08 + 4,5 + 0 + 0,10 + 0,87 + 0,44 + 0,35 + 0$$

$$x^2 = \sqrt{9,15}$$

$$x^2 = \mathbf{83.7225}$$

ANGKET PENELITIAN

THE LECTURERS' PERSONALITY FACTORS INFLUENCE THE SECOND YEAR STUDENTS' ACHIEVEMENT IN LEARNING ENGLISH.

Angket ini digunakan sebagai alat untuk mengetahui factor – factor kepribadian dosen yang mempengaruhi prestasi belajar mahasiswa dalam belajar bahasa inggris guna untuk mengumpulkan data yang valid untuk menunjang proses penelitian mahasiswa yang bersangkutan

A. Petunjuk:

1. Tulis identitas anda dengan benar
2. Bacalah pernyataan dengan teliti dan berilah tanda cek (√) pada jawaban yang menurut anda mampu mewakili pengalaman anda
3. Jawaban yang anda berikan tidak akan mempengaruhi nilai mata kuliah anda
4. Dalam pengisian angket ini, mohon di isi tanpa ada yang dilewatkan dan kejujuran anda sangat diharapkan, atas bantuan dan kerja sama anda kami ucapkan terimakasih.
5. score :

Positif

- | | |
|------------------------------|-----|
| a. Sangat Setuju (SS) | : 4 |
| (STS : 1 | |
| b. Setuju (S) | : 3 |
| : 2 | |
| c. Tidak Setuju (TS) | : 2 |
| : 3 | |
| d. Sangat Tidak Setuju (STS) | : 1 |
| : 4 | |

Negatif

- | |
|------------------------|
| a. Sangat Tidak Setuju |
| b. Tidak Setuju (TS) |
| c. Setuju (S) |
| d. Sangat Setuju (SS) |

6. Kategori Dosen/mata kuliah :

- a. S : speaking
- b. R : reading
- c. W : writing
- d. L : listening

A. Identitas:

Nama :

Nim :

ANGKET

| | Pernyataan | Dosen | SS | S | TS | STS |
|-----|---|------------------|----|---|----|-----|
| 1. | Dosen memberikan perlakuan yang sama kepada semua mahasiswa | S R W L | | | | |
| 2. | Dosen menghargai usulan yang dikemukakan oleh mahasiswa. | S R W L | | | | |
| 3. | Dosen menghargai hasil pekerjaan mahasiswa. | S R W L | | | | |
| 4. | Dosen bersikap ramah kepada seluruh mahasiswa yang diajarnya. | S R W L | | | | |
| 5. | Dosen tidak lekas marah kepada mahasiswa yang lamban dalam memahami satu mata kuliah. | S R W L | | | | |
| 6. | Penampilan dan ramah tama dosen dalam mengajar tidak berpengaruh pada peningkatan kemampuan saya dalam belajar bahasa inggris | S R W L | | | | |
| 7. | Antara ungkapan dan tingkah laku dosen terdapat keselarasan. | S R W L | | | | |
| 8. | Dosen berterus terang jika ada pertanyaan mahasiswa yang belum bisa dijawab. | S R W L | | | | |
| 9. | Dalam mengajar, dosen mengajak mahasiswa berdiskusi untuk mencari penyelesaiannya. | S R W L | | | | |
| 10. | Dosen memberikan kesempatan kepada mahasiswa untuk menyatakan pendapatnya. | S R W L | | | | |
| 11. | Dosen bersedia meminta informasi dari mahasiswa. | S R | | | | |

| | | | | | | | | | |
|-----|---|---|--|--|--|--|--|--|--|
| | | W | | | | | | | |
| | | L | | | | | | | |
| 12. | Dosen memiliki wawasan yang luas, sehingga pertanyaan mahasiswa dapat diterangkan dengan jelas. | S | | | | | | | |
| | | R | | | | | | | |
| | | W | | | | | | | |
| | | L | | | | | | | |
| 13. | Dosen suka menanyakan kesulitan yang dialami mahasiswa dalam belajar. | S | | | | | | | |
| | | R | | | | | | | |
| | | W | | | | | | | |
| | | L | | | | | | | |
| 14. | Dosen menguasai materi pelajaran yang diajarkan. | S | | | | | | | |
| | | R | | | | | | | |
| | | W | | | | | | | |
| | | L | | | | | | | |
| 15. | Dosen mampu menggunakan kata-kata yang tidak menyinggung perasaan mahasiswa. | S | | | | | | | |
| | | R | | | | | | | |
| | | W | | | | | | | |
| | | L | | | | | | | |
| 16. | Dosen dapat mengendalikan diri ketika menghadapi mahasiswa yang berperilaku tidak sopan. | S | | | | | | | |
| | | R | | | | | | | |
| | | W | | | | | | | |
| | | L | | | | | | | |
| 17. | Mata kuliah yang disampaikan oleh dosen mudah dipahami. | S | | | | | | | |
| | | R | | | | | | | |
| | | W | | | | | | | |
| | | L | | | | | | | |
| 18. | Dosen terbuka untuk mengadakan diskusi tentang hal-hal yang berkaitan dengan materi pelajaran. | S | | | | | | | |
| | | R | | | | | | | |
| | | W | | | | | | | |
| | | L | | | | | | | |
| 19. | Dosen menyajikan materi secara jelas dan sistematis. | S | | | | | | | |
| | | R | | | | | | | |
| | | W | | | | | | | |
| | | L | | | | | | | |
| 20. | Dosen bersedia menjelaskan kembali tentang hal-hal yang belum dipahami oleh mahasiswa. | S | | | | | | | |
| | | R | | | | | | | |
| | | W | | | | | | | |
| | | L | | | | | | | |
| 21. | Dosen menjelaskan materi dengan diselingi humor. | S | | | | | | | |
| | | R | | | | | | | |
| | | W | | | | | | | |
| | | L | | | | | | | |
| 22. | Dosen bersikap sabar ketika membimbing mahasiswa agar dapat mengikuti mata | S | | | | | | | |

| | | | | | | | |
|-----|--|---|--|--|--|--|--|
| | kuliah dengan baik. | R | | | | | |
| | | W | | | | | |
| | | L | | | | | |
| 23. | Dosen tepat dan jelas dalam menyajikan materi. | S | | | | | |
| | | R | | | | | |
| | | W | | | | | |
| 24. | Dosen berusaha membantu memecahkan masalah yang dialami mahasiswa. | L | | | | | |
| | | S | | | | | |
| | | R | | | | | |
| 25. | Dimanapun bertemu, dosen tetap bersikap ramah kepada mahasiswa. | W | | | | | |
| | | L | | | | | |
| | | S | | | | | |

